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ABSTRACT

This book analyzes attempts by governments and international development agencies to neutralize the school as an independent and democratizing institution. The volume contains four chapters and a conclusion. Chapter 1, "The Diminished School," highlights the trend away from the liberal and professionally led systems characteristic of the era of confidence and toward a politically dominated and centralized structure. Chapter 2, "Economic Orthodoxy and Public Policy," describes the dominating effects of prevailing systems of free-market economics on public policy and school education. The next chapter, "The Nation State, Globalism and Democracy," focuses on nationalism, so as to draw attention to the role of the school in relation to the idea of the nation, explaining why education remains a centrally important issue. The chapter also examines how globalism imposes limitations upon individual nations. The last chapter, "Education and the Global Future," examines the need to support teachers in reformed schools and bolster democratic renewal. It emphasizes the roles of the school system, the school curriculum, power and effectiveness, teachers, and reflexiveness. The text closes by stating that the reflexive school is one that is in tune with the multiple demands and complex expectations of contemporary society. (Contains 53 references and an index.) (RJM)

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